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ABSTRACT

A self-assessment questionnaire is presented in this document for use by high school administrators collecting information on which to base recommendations and plans for improving the effectiveness of cooperative work experience (CWE) programs. A format for assessment in each of the following areas is given: characteristics of students, staff, and employers; public relations; employer recognition; overall evaluation and recommendations; community support; support for program by employers' personnel; status of CWE program in the school system; citizen advisory or steering committee; selecting and training teacher-coordinators; program planning; define goals and policies; program administration; training agreement; resources for teacher-coordinators; criteria for selecting work stations; program evaluation; recruiting employers; dealing with employers' problems; orienting employers and supervisors; evaluation of students' work performance by employer; monitoring the work station; relating in-school and on-the-job learning; jobs designed to meet developmental needs; developing the work station to meet students' needs and increase learning opportunities; training work supervisors; related class curriculum; training plan; preparing students for work assignments; matching students and jobs; use of work performance evaluation by the coordinator; programs for students with special needs; role of the guidance counselor; selecting and assigning students; and students' orientation to cooperative education. (KH)

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SELF-ASSESSMENT GUIDELINES FOR ADMINISTRATORS OF HIGH SCHOOL COOPERATIVE WORK EXPERIENCE PROGRAMS

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Self Assessment Guidelines for Administrators of High School Cooperative Work Experience Programs

National Child Labor Committee
1984

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Self Assessment Guidelines for Administrators of High School Cooperative Work Experience Programs

City_____

CWE Administrator_____

School District_____

Person Making Assessment_____

Title_____ Date_____

Introduction

This self-assessment is designed to provide administrators with information on which to base recommendations and plans to improve the effectiveness of CWE programs.

The completed questionnaire should help the school district measure the extent to which it is meeting the objectives of its CWE programs and provide clues for improving elements. It is an instrument for analysis not a report card.

Profile of Participants in Coopertative Work Experience Programs

Assessing the degree to which cooperative education and other work experience programs are meeting needs requires gathering and analyzing data relating to students, teacher/coordinators and employers.

STUDENTS' PROFILE

The following table indicates typical data with respect to students' needs and opportunities.

Category	Students In: 9thYr	10thYr	11thYr	12thYr	Total
Number in each grade					
Number in vocational education					
No. of special* needs students					
No. of economically disadvantaged					
% in grade who have completed "work readiness" programs					
% of vocational education students who have completed "work readiness" programs					
Estimated % in grade who will drop out during the school year					
No. applying for cooperative education					
No. participating in cooperative education					
No. participating in work study					
No. of special needs and disadvantaged in cooperative education					
No. of special needs and disadvantaged in work study					
Estimated % of students who, after graduadation will seek full time jobs after graduation					
Estimated % of vocational education students who will seek full time jobs after graduation					
Estimated % of coop-ed students who will seek full time jobs after graduation					
Estimated % of work study students who will seek full time jobs after graduation					
Estimated % of economically disadvantaged students who will seek full time jobs after graduation					

* "Special" includes physically handicapped, educationally disadvantaged, and mentally retarded students.

The number of students assigned to jobs and the estimated number of entry-level jobs open each year in each of the following areas:

Areas	Students Placed	Potential Job Openings
Agriculture		
Business/Office		
Marketing and Distributive Education		
Trade and Industry		
Health Occupations		
Home Economics/Wage Earning		
Other:		
Other:		

Other information about student population:

SCHOOL STAFF PROFILE

The following indicates desirable data relating teacher/coordinators and other educators assigned to cooperative education.

1. Number of teacher/coordinators assigned FULL TIME to work with students in cooperative education: _____

2. Average number of students assigned to full time teacher/coordinator: _____

3. Number of weeks of the year teacher/coordinators are employed: _____

4. List tasks which together take up at least 80% of the teacher/coordinator's work time and an estimate of the percentage of total time spent on each.

5. Number of teacher/coordinators assigned PART TIME to work with students in cooperative education: _____

6. Average number of hours a week* these teacher/coordinators spend on cooperative education activities: _____

7. Average number of students assigned to a PART TIME teacher/coordinator: _____

8. Number of weeks in the year these teacher/coordinators are employed: _____

9. List tasks which together take up at least 80% of work time (both cooperative education and not cooperative education) of these part-time teacher/coordinators and an estimate of the percentage of the total time spent on each.

10. Minimum qualifications needed to be assigned as a teacher/coordinator:

*Both in-school and in the field.

11. Describe in-service training provided for teacher/coordinators by district or state or other organizations.

12. Number and titles of professionals in district offices providing support services for teacher/coordinators in schools.

	Number	Title
FULL TIME		
PART TIME		

13. What are the educational and experiential backgrounds of the support staff:

14. List tasks which together take up at least 80% of support staff's work time and an estimate of the percentages of total time spent on each. (List separately for each job category.)

PARTICIPATING EMPLOYERS' PROFILE

The following table indicates some desirable data with respect to employers.

Characteristics	Number of Employees					
	1-10	11-50	51-100	101-250	251-1000	1000+
Total number of participating employers						
Total number of students assigned						
Total number of employers first year in program						
Total number 2-5 years in program						
Total number more than 5 years in program						
Total number providing jobs in Agriculture						
Total number providing jobs in Marketing and Distributive Educat.						
Total number providing jobs in Health						
Total number providing jobs in Home Economics/Wage Earning						
Total number providing jobs in Trade and Industry						
Total number providing jobs in Business and Office Education						
Other:						
Other:						

Other information about employers:

Instructions

1. Where an item poses a direct question, e.g. "describe content material in the related class," answer the question. Do not respond by placing a number in the "Assessment" column.

2. Where an element or its characteristics are to be evaluated, use the following code:

   0 = Improvement not needed - good.

   1 = Satisfactory - Some improvement is desirable.

   2 = Poor - Improvement is needed.

   NA = Not Appropriate or element factor not needed.

3. Supplement ratings of individual characteristics by a written comment on the element as a whole. If there is insufficient space, continue on the back of the page or add a page.

4. "Overall Assessment and Rationale" should be your assessment of the contribution that an element makes to program success, whether or not you believe it is making an adequate contribution and why you believe this is the case.

5. Under "Remarks" indicate how the element might be strengthened and any other information that you believe might be useful in a "needs analysis" and developing a plan to improve your program.

Overall Evaluation and Recommendations

After completing the self assessment instrument, summarize your findings and make recommendations.

1. Which elements are in the greatest need for improvement.

2. Explain the basis for your belief.

3. Indicate how each of these elements should be improved.

4. Other comments and recommendations.

Public Relations

Definition: On-going activities to inform both the general public and important groups, e.g., employers, about the cooperative education program's objectives, concepts, ideals, and successes for the purpose of developing support for programs and increasing participation.

Characteristics	Assessment
1. The school district makes use of:	
a. Press releases	_____
b. Annual reports	_____
c. Success stories	_____
d. Progress reports	_____
e. Employer testimonials	_____
f. Brochures	_____
g. School handbook	_____
h. Course descriptions	_____
i. Third-Party evaluations	_____
j. Other materials (note what)	_____
2. Administrators and teacher/ coordinators participate in:	
a. Civic organizations	_____
b. Service clubs	_____
c. Chamber of Commerce	_____
d. P. T. A.	_____
e. Employer organizations, e.g., Rotary	_____
f. Community-based organizations	_____
g. Other (note organization)	_____
3. Speakers are provided for:	
a. Trade organizations	_____
b. Professional organizations	_____
c. Other (note which)	_____

Public Relations

Overall Assessment and Rationale

Remarks

Employer Recognition

Definition: A formal program to recognize and encourage continued employer participation and efforts to achieve program objectives and to increase support for cooperative education.

Characteristics	Assessment
1. Public recognition for employers and others involved in advancing cooperative education is obtained through:	
a. Recognition dinners, luncheons	____
b. Award ceremonies	____
c. Membership on Advisory Board	____
d. News releases and stories	____
e. Letters of recognition	____
f. Public announcements	____
g. Other (specify)	____
2. Individuals and organizations participating in and advancing cooperative education are recognized by:	
a. Special events, e.g., dinners	____
b. Plaques and other awards	____
c. Other (specify)	____

Employer Recognition

Overall Assessment and Rationale

Remarks

Community Support for Programs

Definition: The positive views and support of people and organizations in the community with respect to cooperative education and their efforts to improve and expand cooperative education.

Characteristics	Assessment
1. There is a plan to inform the community and to develop support for cooperative education.	_____
2. Implementation of the plan.	_____
3. Channels used to provide information and develop community support include:	
a. Annual reports	_____
b. Other printed materials	_____
c. Talks at civic, church and other community meetings	_____
d. Word of mouth	_____
e. Radio and TV	_____
f. News releases	_____
g. Letters to parents	_____
4. Surveys are made to determine:	
a. Community knowledge	_____
b. Level of support	_____
c. Possible opposition and reasons for opposition	_____
d. How to increase support	_____
5. The community, in general, is informed and supportive of cooperative education.	_____
6. The effectiveness of community support is periodically evaluated.	_____

Community Support for Programs

Overall Assessment and Rationale

Remarks

Support for Program by Employers' Personnel

Definition: Increasing the support of supervisors and other workers for the objectives and processes of the program and the degree to which they try to implement training agreements and training plans.

Characteristics	Assessment
1. There is an effort to determine the attitudes of supervisors and other workers at the work station toward cooperative education.	_____
2. There is a plan to inform and gain their support and participation.	_____
3. The plan includes providing information and seeking support by:	
a. Written material describing the objectives and achievements of cooperative education	_____
b. Written material describing the importance of their support and how they can help	_____
c. Recognition for help received	_____
d. Meeting with management and supervisors	_____
e. Maintaining contact and providing support for supervisors	_____
4. Supervisors and others at the work station are, in general, informed and supportive of cooperative education	_____

Support for Program by Employers' Personnel

Overall Assessment and Rationale

Remarks

Status of CWE Program in the School System

Definition: How cooperative education students and staff are viewed by others in the school and the level of acceptance, endorsement and support for cooperative education given by principals, guidance counselors, teachers and administrators.

Characteristics	Assessment
1. An effort is made to determine faculty attitudes toward CWE.	_____
2. There is a plan to inform faculty members and gain their support.	_____
3. Information about CWE and its value is provided to professional staff by:	
a. Annual reports	
b. Articles in school paper	_____
c. Presentations at faculty meetings	_____
d. Assembly programs	_____
e. Bulletin Boards	
f. Yearly follow up	_____
g. Other (specify)	_____
	_____
	_____
4. Other faculty members are involved by:	
a. Field trips to employers	_____
b. Requests to provide remedial and additional skill education	_____
c. Recommending curriculum changes	_____
d. Requests for suggestions to improve the program	_____
e. Making cooperative education an integral part of that curriculum	_____
f. On-the-job observations of students	_____
g. Other (specify)	_____
	_____
5. Relationships between cooperative education staff and other staff members in both district and schools.	_____

Status of CWE Program in the School System

Overall Assessment and Rationale

Remarks

Citizen Advisory or Steering Committee

Definition: An official body with members representing employers and community groups which meets regularly for the purpose of offering counsel, direction and assistance for the CWE program.

Characteristics	Assessment
1. The Advisory Committee:	
a. Is appointed by the superintendant of schools	_____
b. Gives guidance and direction to the program	_____
c. Is representative of the community	_____
d. Meets regularly (at least four times a year)	_____
e. Is appointed on a rotating basis	_____
f. Has an agenda prior to the meetings	_____
g. Has defined powers, duties, and responsibilities and these are being followed	_____
2. The Advisory Committee:	
a. Publicizes and promotes the program	_____
b. Presents constructive criticism and makes recommendations	_____
c. Helps determine community needs	_____
d. Helps develop employment opportunities	_____
e. Evaluates the program	_____
f. Makes recommendations to improve CWE and vocational education	_____

Characteristics	Assessment
g. Works with labor and management groups at the local level to obtain participation and cooperation	_____
h. Assists in obtaining instructional help such as resource speakers, trade materials, and occupational information	_____
i. Develops and implements recognition programs for students and others (scholarships, awards, banquets)	_____
j. Visits classes in the school	_____
k. Reviews the curriculum	_____
3. The Advisory Committee:	
a. Is informed of current legislation relating to CWE education	_____
b. Is informed of programs in other districts in the state	_____
c. Obtains feedback from students and teacher / coordinators	_____
d. Sends minutes of its meetings to members and appropriate administrators	_____
4. There is a manual of instuctions for teacher/coordinators on how to establish and maintain an effective advisory committee.	_____

Overall Assessment and Rationale

Remarks

Selecting and Training Teacher/Coordinators

Definition: Minimum requirements and methods for selecting, assigning, and training personnel assigned as cooperative education coordinators.

Characteristics	Assessment
1. There are requirements beyond those for classroom teacher	_____
2. Teacher/coordinators have completed the required courses for full certification.	_____
a. Percentage certified	_____
b. Percentage having higher qualifications than required	_____
c. Non-certified are taking steps to obtain such certification	_____
3. Teacher coordinators have appropriate experience working in private industry for at least one year.	_____
4. The processes and criteria for selecting teacher/coordinators:	
a. Are well defined based on competence	_____
b. Are industry-related	_____
c. Are evaluated regularly	_____
d. Include advisory committee participation	_____
e. Include district coordinator participation	_____
f. Include a probationary period which is used to drop the unwilling and incompetent	_____

Characteristics	Assessment
5. In-service training and development for teacher coordinators includes:	
a. Orientation to cooperative education	
b. District-wide meetings	_____
c. Workshops on special topics	_____
d. Performance evaluation and feedback	_____
e. Other (describe)	_____
	_____
6. The training of teacher/coordinators includes materials on:	
a. State and district rules and guidelines	
b. Advisory committees	_____
c. Labor market analysis	_____
d. Identifying training stations	_____
e. Selecting students	_____
f. Orienting students	_____
g. Orienting employers and supervisors	_____
h. Developing training plans	_____
i. Visiting and monitoring work stations	_____
j. Training work supervisors	_____
k. Relating in-school and on-the-job learning	_____
l. Using students' performance evaluation effectively	_____
m. Complying with labor laws	_____
n. Maintaining public relations	_____
o. Record keeping	_____
p. Evaluating students' progress	_____
q. Program evaluation	_____
r. Placing graduates	_____
s. Other (note what)	_____

Overall Assessment and Rationale

Remarks

Program Planning

Definition: Plans to develop, conduct and evaluate a cooperative education program including identifying needs and resources, matching students and jobs, making work experience compatible with existing classes and schedules, establishing benchmarks to evaluate progress, and identifying and recruiting work sponsors.

Characteristics	Assessment
1. There is a detailed plan in writing for:	
a. This year	_____
b. Next year	_____
c. Next five years	_____
2. Participants in the design and review of the plan include:	
a. The entire cooperative education staff	_____
b. Other vocational educators	_____
c. Advisory committee members	_____
3. The plan is implemented.	_____
4. Each year's plan is reviewed	
a. During the year	____
b. At year's end	____
5. Data systematically gathered and analyzed to improve cooperative education planning include:	
a. Nature of implementation	_____
b. Achievement of planned objectives	_____
c. Strengths and weaknesses of the planning process	_____
d. Other (describe)	_____
6. The data gathered are used to improve the program. (describe)	_____

Program Planning

Overall Assessment and Rationale

Remarks

Defined Goals and Policies

Definition: A written official statement by the responsible educational agency delineating what cooperative education is expected to achieve and guidelines for activities.

Characteristics	Assessment
1. The school district's written goals and policies:	
a. Conform to and expand upon state goals and policies	_____
b. Derive from an explicit educational philosophy of vocational education	_____
c. Express a useful philosophy of cooperative education	_____
d. Are known and accepted by CWE staff	_____
e. Are known and accepted by other staff members	_____
2. The goals for students' development include:	
a. Providing an appropriate placement for each student who wishes to participate	_____
b. Helping each student obtain competitive labor market skills	_____
c. Linking work and education to meet the needs of the students and business community	_____
d. Increasing students' career opportunities	_____
e. Preventing exploitation of student workers	_____
f. Helping students to internalize good work habits	_____
g. Helping students become competent in their vocational area	_____
h. Other (describe)	_____

Characteristics	Assessment
3. The district goals include:	
a. Counseling students to help them make an appropriate career choice	_____
b. Preparing students by CWE and classroom instruction for post-secondary employment in the occupation of their choice	_____
c. Providing CWE for all students who wish to participate	_____
d. Giving priority in placement to students who will benefit most and are in greatest need	_____
e. Obtaining funds and other resources for an effective program	_____
f. Selecting, training, and rewarding willing, competent teacher/coordinators	_____
g. Adapting vocational programs to the needs of the labor market	_____

Overall Assessment and Rationale

Remarks

Program Administration

Definition: Program management including planning, organizing, evaluating, controlling, budgeting, supervising, communicating, and linking the program's activities to those of other systems.

Characteristics	Assessment
1. Administration of cooperative education is:	
a. Centralized at the district level	_____
b. Decentralized at the school level	_____
2. The district provides standard, uniform administrative guidelines including:	
a. Forms	_____
b. Record requirements	_____
c. Reporting requirements	_____
3. Administrative responsibilities and activities of district and school are:	
a. Defined	_____
b. Implemented as defined	_____
c. Coordinated	_____
d. Reviewed periodically	_____
4. The district cooperative education coordinator provides support for teacher/coordinators in:	
a. Program administration	_____
b. Publicity activities	_____
c. Program planning	_____
d. Plan implementation	_____
e. Program evaluation	_____
f. Coordinating activities	_____
g. Obtaining resources	_____
h. Obtaining and disseminating information	_____

Program Administration

Overall Assessment and Rationale

Remarks

Training Agreement

Definition: A document signed by the teacher/coordinator, employer, and student defining the responsibilities of each, nature of work to be performed, time and hours of employment, and rate of pay for the work.

Characteristics	Assessment
1. The training agreement specifies:	
a. The student's occupation	_____
b. Duration of the training period	_____
c. Hours of work -- Maximum and minimum	_____
d. Wages	_____
e. Responsibilities of all parties involved	_____
f. Other (describe)	_____
2. The training agreement:	
a. Is provided to each student	_____
b. Is provided to all other involved parties	_____
c. Is signed by all parties	_____
d. Includes a training plan	_____
e. Is supplemented by a training plan	_____
f. Is followed by:	
(1) teacher/coordinators	_____
(2) students	_____
(3) employers	_____
g. Meets all state requirements	_____
h. Is monitored regularly	_____
i. Is evaluated and modified as needed	_____

Training Agreement

Overall Assessment and Rationale

Remarks

Resources for Teacher/Coordinators

Definition: The office space, equipment, supplies, travel allowance, and other resources provided for teacher/coordinators to help them perform their jobs.

Characteristics	Assessment
1. Adequate space is provided for:	
a. Offices for teacher/coordinators	_____
b. Small group meetings and counseling	_____
c. Class meetings	_____
d. District staff	_____
2. Resources provided include:	
a. Telephones	_____
b. Materials and supplies	_____
c. Travel allowances	_____
d. Time per student per week	_____
e. Support from district staff	_____
f. Public relations	_____
g. Labor market information and analysis	_____
h. Other (describe)	
3. What additional resources are needed? Explain why.	
4. Resources obtained from employers.(describe)	_____

Resources for Teacher/Coordinators

Overall Assessment and Rationale

Remarks

Criteria for Selecting Work Stations

Definition: Requirements and guides established for the selection of work stations.

Characteristics	Assessment
1. Criteria for selection of training stations include:	
a. Commitment to CWE	_____
b. Employer's record	_____
c. Supervision	_____
d. Opportunities for student to acquire good work habits	_____
e. Opportunities for student to learn and practice appropriate skills	_____
f. Opportunities for rotation	_____
g. Interest in helping the student	_____
h. Adherence to safety and health regulations	_____
i. Opportunities for student for full-time employment	_____
j. Other (describe)	_____
2. Criteria are useful.	_____
3. No useful work stations are eliminated.	_____
4. No poor work stations are accepted.	_____

Criteria for Selecting Work Stations

Overall Assessment and Rationale

Remarks

Program Evaluation

Definition: Activities to measure achievement of program goals and objectives, usefulness of policies, and the effectiveness of specific elements.

Characteristics	Assessment
1. District and schools plan and conduct evaluations to measure:	
a. Progress toward goals	_____
b. Achievement of each year's objectives	_____
c. Usefulness of policies	_____
d. Effectiveness of key elements	_____
2. Data are obtained from:	
a. Present students	_____
b. Former students	_____
c. Employers	_____
d. School administrators	_____
e. Advisory committee members	_____
f. Parents	_____
g. Other (describe)	_____
3. Evaluation is conducted:	
a. During the school year	_____
b. At year-end	_____
c. At longer-term intervals	_____
4. Programs are evaluated in terms of:	
a. Cost-effectiveness	_____
b. Employment of graduates	_____
c. Student retention and drop-out rates	_____
d. Employers' satisfaction and support	_____
e. Community satisfaction and support	_____
f. Status of the CWE program in the schools	_____

Characteristics	Assessment
g. Participation and achievement by "special needs" students	_____
h. Money earned and taxes paid by students	_____
i. Participation by students who will seek employment after graduation	_____
j. Teacher/coordinators performance	_____
4. Evaluation findings are used to:	
a. Improve specific elements	_____
b. Design and implement programs and activities	_____
c. Publicize cooperative education	_____
d. Gain administrative support	_____
e. Other (specify and describe)	_____

Overall Assessment and Rationale

Remarks

Recruiting Employers

Definition: Identifying employers who can provide appropriate work experience for students, and getting employers to participate in accordance with a training agreement.

Characteristics	Assessment
1. There is a comprehensive district-wide plan to identify and recruit work stations needed for students.	_____
2. This plan and activities are coordinated with those of other job development agencies, e.g., PIC.	_____
3. The plan integrates those of the individual schools and teacher/coordinators.	_____
4. There is a district publicity program to interest and gain support in obtaining work stations of:	
a. Employers	_____
b. Employer organizations	_____
c. Unions	_____
d. Community groups	_____
5. Material is provided to help teacher/coordinators recruit employers.	_____
6. Labor market information is available and used.	_____
7. Teacher/coordinators are provided names, addresses, and type of establishment of employers who are potential work sponsors.	_____
8. Past participation by employers is recorded, and evaluated for future use.	_____

Characteristics	Assessment
9. The district coordinator works with teacher/ coordinators to develop and implement plans to recruit employers.	_____
10. Adequate work stations are developed for all students who want to participate	_____

Overall Assessment and Rationale

Remarks

Dealing with Employers' Problems

Definition: The flexibility and ability to provide educational support, to change program elements, time schedules, training plans, and to provide other assistance to meet employers' needs.

Characteristics	Assessment
1. Employers contact teacher/coordinators to get help in resolving problems.	_____
2. Teacher/coordinators help resolve employers' problems.	_____
3. The school district provides guidance and assistance for teacher/coordinators in resolving employers' problems.	_____
4. a. Records are kept of problems presented by employers, the actions taken, and the results.	_____
b. This information is used to:	
(1) Modify policy	_____
(2) Train teacher/coordinators	_____
(3) Orient employers	_____
(4) Other (describe)	_____
5. Describe relationships between teacher/coordinators and work station supervisors.	

Dealing with Employers' Problems

Overall Assessment and Rationale

Remarks

Orienting Employers and Supervisors

Definition: Familiarizing employers and work supervisors with the objectives, procedures, and other elements of the program, including descriptions of the roles of the teacher/coordinator and the work supervisor, and information about the students to be employed.

	Characteristics	Assessment
1.	An agenda and checklist of items to be covered during orientation are prepared prior to the session.	_____
2.	Handouts are prepared which describe in detail all key elements and roles and responsibilities.	_____
3.	Presentations are short enough to maintain interest.	_____
4.	Group orientation sessions are tried.	_____
5.	Feedback is obtained to determine the degree of understanding of employers and supervisors.	_____
6.	Follow up is conducted to provide additional information and work station development.	_____
7.	The orientation sessions are evaluated.	_____
8.	The district provides material and training in orienting employers and supervisors.	_____

Characteristics	Assessment
9. Items included in orientation:	
a. CWE approach	_____
b. Importance of CWE for student and business community	_____
c. School responsibilities	_____
d. Employer responsibilities	_____
e. Linking school and work	_____
f. Importance of:	
(1) Supervision	_____
(2) Role models	_____
(3) Performance evaluation	_____
(4) Discipline	_____
(5) Production standards	_____
g. Training agreement	_____
h. Training plan	_____
i. Student characteristics	_____
j. Supervising young people	_____
k. Teacher/coordinator's roles	
(1) Support	_____
(2) Monitoring	_____
(3) Linking	_____
l. Recommendations to improve CWE	_____
m. Other (describe)	_____

Overall Assessment and Rationale

Remarks

Evaluation of Students' Work Performance by Employer

Definition: The criteria and procedures for evaluating students' work performance, and supervisors' use of the performance evaluation.

Characteristics	Assessment
1. Employers evaluate students' work performance.	_____
2. Teacher/coordinators discuss this requirement with employers.	_____
3. The individual work performance evaluation is discussed by:	
a. Supervisor and student	_____
b. Supervisor and teacher/coordinator	_____
c. Student and teacher/coordinator	_____
d. Supervisor, student and teacher/coordinator	_____
4. Employers are provided with evaluation forms.	_____
5. Employers use their own evaluation forms.	_____
6. Employers are informed about the objectives and uses made of the evaluations.	_____
7. Supervisors are provided with instruction on how to make effective performance evaluations.	_____
8. Supervisors use the evaluation to provide feedback to help students become more competent workers.	_____
9. Teacher/coordinators use the evaluation to determine need for remedial and skill education in school.	_____

Evaluation of Students' Work
Performance by Employer

Overall Assessment and Rationale

Remarks

Monitoring the Work Station

Definition: The frequency and nature of regular visits teacher/coordinators make to each work station to determine adherence to the training agreement and training plan, evaluate student's progress, relate work experience and school instruction, "develop" the work station, resolve problems, and improve the program.

Characteristics	Assessment
1. All work stations are monitored:	
a. For adherence to training agreement and training plan	_____
b. To evaluate student's progress	_____
c. To obtain information to relate work and in-school education	_____
d. To improve student's learning opportunities	_____
e. To resolve problems	_____
2. Instructions for monitoring work stations include:	
a. Planning a visit	_____
b. Objectives	_____
c. Arrangements	_____
d. Process	_____
e. Content (checklist)	_____
f. Standards	_____
g. Report and record	_____
h. Follow-up	_____
i. Frequency	_____
j. Other (describe)	_____
3. Forms, records and reports for monitoring activities.	_____
4. Information is obtained from:	
a. Employers	_____
b. Students	_____
c. Supervisors	_____
d. Other workers	_____
e. Other (describe)	_____

Characteristics	Assessment
5. The findings, recommendations and report are discussed with:	
a. Employers	_____
b. Students	_____
c. Other teachers	_____
6. The school district reviews monitoring reports.	_____
7. The school district checks a sample of work stations to evaluate quality of monitoring.	_____

Overall Assessment and Rationale

Remarks

Relating In-School and On-the-Job Learning

Definition: The process for meshing and structuring work experience and school learning to integrate and make these activities mutually supportive.

Characteristics	Assessment
1. There is a plan to relate in-school and on-the-job learning for each student and each work station.	_____
2. The plan is developed by the supervisor and the teacher/coordinator.	_____
3. The supervisor informs the teacher/coordinator what should be covered in related instruction to help on-the-job performance.	_____
4. The teacher/coordinator suggests to the work supervisor what experiences in the workplace would reinforce in-school learning.	_____
5. The employer:	
a. suggests changes in curriculum	_____
b. provides materials for use in the classroom	_____
c. trains teacher/coordinators and classroom teachers	_____
6. The teacher/coordinator consults with the work supervisor on students' progress and needs.	_____
7. The teacher/coordinator informs other teachers about students' progress and needs.	_____
8. School staff and advisory committee members visit and observe related instruction classes and work stations.	_____

	Characteristics	Assessment
9.	The teacher/coordinator orients and trains supervisors	_____
10.	School and work activities are linked	_____
11.	Other (describe)	_____

Overall Assessment and Rationale

Remarks

Jobs Designed to Meet Developmental Needs

Definition: Changing job content and structure to match students' competencies, interests and job needs and to maximize students' opportunities to learn to become competent workers.

	Characteristics	Assessment
1.	There is a description of each student's skills and interests.	____
2.	Job descriptions are provided for each job.	____
3.	Employers agree to modify jobs to meet individual student's needs and competencies.	____
4.	Jobs are modified to meet students' needs.	____
5.	Students are assigned progressively more difficult and responsible tasks.	____
6.	Performance evaluations are used to redesign and change jobs.	____
7.	Teacher/coordinators are trained to perform job analysis and to redesign jobs.	____
8.	The district helps teacher/coordinators in this area.	____

Jobs Designed to Meet Developmental Needs

Overall Assessment and Rationale

Remarks

Developing the Work Station to Meet Students' Needs and Increase Learning Opportunities

Definition: Getting the employer to agree to a progressive training plan, to structure jobs and assignments to meet students' needs, to accept orienting and training supervisors, to evaluate students' performance, and to change tasks and other working conditions to meet the students' developmental needs.

Characteristics	Assessment
1. Teacher/coordinators evaluate and record each employer's:	
a. Adherence to the training agreements	_____
b. Adherence to the training plans	_____
c. Flexibility in meeting students' needs	_____
d. Ability to provide good	
(1) supervision	_____
(2) work experience	_____
(3) role models	_____
(4) feedback on student progress and need	_____
2. Teacher/coordinators prepare a development plan for each work station.	_____
3. These are discussed with the work supervisors.	_____
4. Employers accept the recommendations.	_____

Developing the Work Station to Meet
Students' Needs and Increase Learning Opportunities

Overall Assessment and Rationale

Remarks

Training Work Supervisors

Definition: Training to help work supervisors understand the needs of young people and provide effective supervision and on-the-job training.

Characteristics	Assessment
1. Employers train their supervisors to:	
a. Conduct orientation	_____
b. Instruct and provide on-the-job training	_____
c. Evaluate work performance	_____
d. Serve as role models	_____
e. Provide feedback to students on progress	_____
f. Other (describe)	_____
2. The educational system helps employers to:	
a. Determine supervisory training needs	_____
b. Orient supervisors to CWE	_____
c. Train supervisors to supervise young workers	_____
3. The educational system provides information, materials and training to inform supervisors and other workers about:	
a. Cooperative education	_____
b. Units being studied in school	_____
c. Other (describe)	_____

Training Work Supervisors

Overall Assessment and Rationale

Remarks

Related Class Curriculum

Definition: The curriculum for the class conducted by the teacher/coordinator to link school and work.

Characteristics	Assessment
1. The objectives of related instruction are to:	
a. Help students learn and internalize good work behavior	_____
b. Integrate in-school and on-the-job skill acquisition	_____
c. Inform students about "life skills"	_____
d. Provide remediation suggested by the employer	_____
e. Obtain information about on-the-job activities	_____
2. The related instruction is based upon:	
a. Task analysis	_____
b. Students' needs analysis	_____
c. Employers' suggestions for integration and coordination	_____
d. Feedback from students	_____
e. Feedback from employers	_____
f. A standard system-wide curriculum	_____
3. a. How many hours does the related instruction class meet each week?	_____
b. Is the class for one, two, or more semesters?	_____
4. Content of related instruction includes:	
a. A variety of "life" experiences	_____
b. Employer-recommended study for all students	_____
c. Employer-recommended study for specific students	_____
d. Discussion of on-the-job experiences	_____

Related Class Curriculum

Characteristics	Assessment
5. The district provides for the related instruction class:	
a. A curriculum	____
b. Educational materials, aids and supplies	____
c. Other (describe)	____
6. Related class instruction is evaluated regularly by the district.	____

Overall Assessment and Rationale

Remarks

Training Plan

Definition: The individual plan developed by the teacher/coordinator, employer and student which specifies the specific learning experiences to be provided on the job and in the classroom, and the progression and time frames for each.

Characteristics	Assessment
1. The district requires:	
a. A written plan for every student.	_____
b. A job description attached to each training plan	_____
c. Training plans be updated as needed to meet student and job requirements.	_____
d. The employer, student, parent, and school official receive copies of the training plan.	_____
e. Teacher/coordinators receive training in negotiating and preparing training plans.	_____
f. District staff reviews samples of training plans from each teacher/coordinator.	_____
2. Training plans:	
a. Are developed jointly by employer and the teacher/coordinator.	_____
b. Outline the sequence of tasks the student will perform.	_____
c. Describe information and skills the student will learn on the job and in the classroom.	_____
d. Are time schedules for acquiring skills.	_____

Training Plan

Characteristics	Assessment
e. Are monitored.	_____
f. Are modified based on students' development in-school and on-the-job.	_____
3. The training plan stipulates that the employer provide each student with a letter of recommendation describing the student's competence and readiness for full-time employment.	_____

Overall Assessment and Rationale

Remarks

Preparing Student for Work Assignment

Definition: Instruction about the world of work to help the student understand and accept the roles and requirements of the work place including: punctuality, dependability, cooperation with other workers, productivity, and supervision.

Characteristics	Assessment
1. There is a specific course to prepare cooperative education students for the world of work.	_____
2. The course is a prerequisite for placement at a training station.	_____
3. The course includes information about	
a. Role of the supervisor	_____
b. Role of the worker	_____
c. Work place behavior	_____
d. Human relations at the work place	_____
e. The interview process	_____
f. Performance evaluation	_____
g. Employers' expectations	_____
h. Career ladders	_____
i. Other (describe)	
4. A work readiness assessment is made for each student and is used for individual instruction and counseling.	_____

Preparing Student for Work Assignment

Overall Assessment and Rationale

Remarks

Matching Students and Jobs

Definition: The process for assigning students so that they will be able to meet work standards and have on-the-job learning experiences that will mesh with career objectives and in-school learning.

Characteristics	Assessment
1. There is a job description for each job.	_____
2. This is discussed with the student before placement.	_____
3. It is compared with the vocational counselor's assessment of the student's capabilities.	_____
4. Students' job assignments are in the specific occupations in which they receive in-school instruction.	_____
5. Students are satisfied with their placements	_____
6. Employers are satisfied with the students.	_____
7. Students acquire knowledge and skills in their occupations on the job which could not have been acquired in the classroom.	_____
8. A sample of student/job matches is checked by:	
a. A school administrator	_____
b. A district representative	_____

Matching Students and Jobs

Overall Assessment and Rationale

Remarks

Use of Work Performance Evaluation by the Coordinator

Definition: Use of work supervisors' evaluations to change in-school instruction and work assignments and to provide motivation, counseling and coaching for students and technical assistance for employers

Characteristics	Assessment
1. Teacher/coordinators receive periodic performance evaluations for each student.	____
2. Performance evaluations are reviewed by the teacher/coordinator with:	
a. Each student individually	____
b. Each student's supervisor	____
c. Other classroom teachers	____
d. The vocational counselor	____
3. Records are kept in the students' file of performance evaluation reviews and the actions taken.	____
4. The district office reviews a sample of the performance evaluations and the action taken.	____

Use of Work Performance Evaluation
by the Coordinator

Overall Assessment and Rationale

Remarks

Programs for Students with Special Needs

Definition: Activities, classroom instruction, recruitment efforts, etc., for educationally disadvantaged students, handicapped students, and others who would have great difficulty in obtaining jobs upon graduation.

Characteristics	Assessment
1. The district encourages and provides extra funding and special support for students who are:	
a. Handicapped (Physically or mentally)	_____
b. Educationally disadvantaged	_____
c. From economically disadvantaged families	_____
d. In other "special needs" categories (describe)	_____
2. There is special training to help teacher/coordinators work with special needs students.	_____
3. a. Special efforts to prepare and to recruit and enroll students who are:	
(1) Handicapped	_____
(2) Educationally disadvantaged	_____
(3) From economically disadvantaged families	_____
(4) In other "special needs" described in "1d"	_____
b. What percentage of 12th year special needs students participate in cooperative education?	_____
4. Teacher/coordinators provide special support for employers.	_____

Characteristics	Assessment
5. Percentage of special needs students who:	
a. Successfully complete co-operative education assignments	_____
b. Graduate and are offered full-time employment.	_____

Overall Assessment and Rationale

Remarks

Role of the Guidance Counselor

Definition: Guidance and counseling to help students make vocational and career decisions, and the relationship between the counselor and the teacher/coordinator.

Characteristics	Assessment
1. Guidance counselors know and support cooperative education.	_____
2. Guidance counselors and teacher/coordinators exchange information and coordinate their activities.	_____
3. Students are referred in accordance with CWE standards and guidelines.	_____
4. Guidance counselors assess students' interests and capabilities, and provide job and career information to:	
a. Teacher/coordinator	_____
b. Individual students	_____
5. Guidance counselors visit and talk with employers and supervisors to gain a better understanding of employers' needs and students' opportunities.	_____
6. Guidance counselors and teacher/coordinators discuss needs of program and individual students.	_____

Role of the Guidance Counselor

Overall Assessment and Rationale

Remarks

Selecting and Assigning Students

Definition: Criteria and procedures for selecting participants and assigning them to specific work stations. These include: age, grade, competencies, career aspirations, work readiness, and developmental limitations.

Characteristics	Assessment
1. All students who intend to work full-time after graduation participate in cooperative education.	_____
2. Priority in selection and assignment is given to:	
a. Students who intend to work full-time upon graduation.	_____
b. Special needs students.	_____
3. Other criteria and priorities for selecting and assigning students include: (indicate priority, "1" highest)	
a. In-school behavior	_____
b. Basic skills	_____
c. Career aspirations	_____
d. Need	_____
e. Attendance	_____
f. Punctuality	_____
g. Vocational skills	_____
h. Ability to benefit	_____
i. Employer satisfaction	_____
4. Teacher/coordinators are fully responsible for selecting students.	_____
5. Information and recommendations for selection and assignment are obtained from:	
a. Teachers who know the students	_____
b. Special test results	_____
c. Counselors	_____
d. Parents	_____
e. Students	_____

Characteristics	Assessment
6. Students are interviewed and selected in the spring for the following year's program.	_____
7. The school district reviews selection and assignments to determine adherence to policy and the need for guiding and training teacher/coordinators.	_____

Overall Assessment and Rationale

Remarks

Students' Orientation to Cooperative Education

Definition: School activities to inform students about CWE and prepare them to make the most effective use of the opportunities presented.

Characteristics	Assessment
1. There is a curriculum for orienting students to cooperative education:	
a. Provided by the state education department	_____
b. Provided by the district	_____
c. Developed by the teacher/coordinators	_____
2. The curriculum includes information on:	
a. Objectives of CWE	_____
b. Relationships between education and work	_____
c. Roles of students, employer and school	_____
d. Responsibilities of students, employer and school	_____
e. Training agreements and training plans	_____
f. Related classes	_____
g. Work performance evaluation	_____
h. Forms and reports	_____
i. Other (describe)	_____
3. The instruction is provided by:	
a. The teacher/coordinator	_____
b. The guidance counselor	_____
c. Other (describe)	_____
4. Field trips are made to acquaint students with the nature of the work stations.	_____
5. Outside speakers talk to the students about careers and preparation for employment.	_____

Characteristics	Assessment
6. The orientation sessions are evaluated and revised.	_____

Overall Assessment and Rationale

Remarks